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A SURVEY OF THE ATTITUDES HELD BY CERTAIN SOUTH CAROLINA NINTH AND TWELFTH GRADE GIRLS TOWARD HOME ECONOMICS RELATED JOBS.

BY- LOFTIS, HELEN A.
WINTHROP COLL., ROCK HILL, S.C.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA

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KNOWLEDGE OF STUDENTS' ATTITUDES TOWARDS HOME ECONOMICS RELATED JOBS PROVIDED ONE BASIS FOR PROGRAM PLANNING. THIS SURVEY WAS DESIGNED TO (1) DETERMINE AND COMPARE THE ATTITUDES OF HOME ECONOMICS STUDENTS WITH NON-HOME ECONOMICS STUDENTS, (2) EXPLORE STUDENT INTEREST IN LEARNING HOW TO PERFORM THESE JOBS, (3) DETERMINE LEVELS OF AWARENESS OF THESE OPPORTUNITIES AND DISCOVER WHICH HAVE MORE APPEAL, AND (4) EXPLORE THE ASPIRATIONS OF HIGH SCHOOL STUDENTS. AN INSTRUMENT WAS DEVELOPED, AND STUDENTS IN SEVEN SCHOOLS RESPONDED TO THE LIST OF JOBS IDENTIFIED. SOME FINDINGS WERE -- (1) JOBS APPEAL TO HOME ECONOMICS AND NON-HOME ECONOMICS STUDENTS IN MUCH THE SAME WAY, (2) THE JOBS WHICH APPEAR TO BE THE MOST APPEALING ARE THOSE WHICH INVOLVE CHILD CARE, HEALTH AND MEDICAL SERVICES, AND (3) PROGRAMS CAN BE BUILT AROUND A NUCLEUS OF STUDENTS DISCOVERED TO HAVE FAVORABLE ATTITUDES TOWARD HOME ECONOMICS RELATED JOBS. FIVE CLUSTERS OF JOBS WERE IDENTIFIED. IT WAS RECOMMENDED THAT TEACHERS WHO PLAN THESE PROGRAMS SURVEY THE ATTITUDES OF THEIR POTENTIAL ENROLLEES AND IDENTIFY THOSE WHO ARE EAGER TO FORM THE NUCLEUS OF THE BEGINNING PROGRAM. IF THE COMMUNITY CAN SUPPORT EITHER CHILD CARE OR HEALTH OCCUPATIONS, EVIDENCE FAVORS THESE AS THE FOCUS OF INITIAL PROGRAMS. (MS)

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Helen A. Loftis

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DEPARTMENT OF HOME ECONOMICS
WINTHROP COLLEGE
ROCK HILL, SOUTH CAROLINA

IN COOPERATION WITH
HOME ECONOMICS EDUCATION
DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
COLUMBIA, SOUTH CAROLINA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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By

Helen A. Loftis

Department of Home Economics
Winthrop College
Rock Hill, South Carolina

In Cooperation With

Home Economics Education
Division of Vocational Education
State Department of Education
Columbia, South Carolina

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VOCATIONAL HOME ECONOMICS RESEARCH ADVISORY COMMITTEE

Representing Home Economics Education
Division of Vocational Education
State Department of Education

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INTRODUCTION

With the passage of the Vocational Education Act of 1963, the mandate was clear for home economics programs which would help youth and adults qualify for "gainful employment" in jobs requiring home economics knowledge and skills. Many efforts have been and will continue to be made to develop adequate and effective wage-earning programs. One unanswered question was, "What are the prevailing attitudes of youth toward the types of jobs envisioned by the occupational education program planners?" Knowledge of the attitudes held by young people would provide a basis for one aspect of program planning. Will young people eagerly anticipate employment in home economics related jobs? What educational and motivational efforts may need to be incorporated as an integral part of initial efforts? To answer such questions is the intent of the present study.

Purpose of the Study

Information about attitudes is best secured directly from the students who could be potential participants in occupational education programs at the secondary level. The survey was designed to accomplish several specific purposes:

(1) To determine the prevailing attitudes of home economics students toward home economics related jobs.

(2) To determine the prevailing attitudes of non-home economics students toward home economics related jobs.

(3) To compare the attitudes of home economics students and non-home economics students toward home economics related jobs.

(4) To explore the extent of interest among high school students in learning how to perform home economics related jobs.

(5) To determine levels of awareness of home economics related job opportunities; to discover which jobs are most visible and appealing to high school students.

(6) To explore the aspirations of high school students.

Hypotheses

Several hypotheses were identified to guide the research process. The study was designed to include the testing of the following hypotheses:

I. Home economics related jobs have no greater appeal to home economics students than to non-home economics students.

II. Interest in learning how to perform home economics related jobs is independent of socio-economic status as determined by father's occupation and educational level of parents.

III. Appeal of home economics related jobs is independent of socio-economic status as determined by father's occupation and educational level of parents.

IV. Job aspiration is independent of socio-economic status as determined by father's occupation and educational level of parents.

Definitions

Home economics related jobs are those entry-level occupations to which home economics knowledge and skills may contribute. The occupations are those ". . . which provide services to families in the home or to persons in institutions or similar group situations; those which provide assistance to professional home economists and professionals in fields related to home economics in business,

agencies, and organizations; and other occupations directly related to one or more home economics subject matter areas." (U. S. Office of Education, n.d.)[1]

In the present study home economics related jobs were those identified and described in current vocational literature. Initial listings of the jobs were subjected to scrutiny by various home economists and subsequently revised and refined for the sake of clarity and appeal.

The identification of students as home economics or non-home economics students was based on responses to the item:

Circle the grades in which you have taken home economics:

7th 8th 9th 10th 11th 12th

Teachers who administered the attitude check list, My Future Plans, were instructed to explain that homemaking, home economics or family living were all names of courses which were to be considered as home economics. The students who circled one or more of the grades given were classified as home economics students. Students who did not circle any grades in response to the question were classified as non-home economics students.

Since all of the jobs identified for inclusion in the survey were typically those performed by the female, no boys were included in the study.

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[1]Release -- U. S. Office of Education, Preparation for Employment in Occupations Utilizing Home Economics Knowledge and Skills.

Appeal was determined by the method developed in the pilot study. Frequencies on the five levels of response were tabulated for each job. The appeal of each job was determined by use of a weighted scale. Each response was assigned a scale value:

Response	Scale Value
1. I would be eager to do this job	5
2. I would be interested in knowing how to do this job	4
3. I would be willing to do this job	3
4. This job is unknown to me	2
5. I would prefer not to do this job	1

The frequency of response was multiplied by the assigned scale value to give a total score. For example, the job "Helper in children's hospital ward" had the following number of responses:

1. Eager	255 responses
2. Want to learn	122 responses
3. Willing	401 responses
4. Unknown	32 responses
5. Prefer not to do	118 responses

When the responses were weighted, the total score for this particular job was 3148.

Social status, classified as high, middle and low was determined through use of the North-Hatt Scale (1953) as revised by Hinton (1963). The Scale was developed to give a rank order of the prestige of fathers' occupations. The complete method is described in the Appendix. For those occupations which appeared in the present

study and were not found on the original listing or on any of the expanded scales, the prestige rating was obtained from a panel of judges. The judges, sociologists and educators familiar with social stratification theory, were asked to rank the "new" occupations. The list submitted to the judges contained not only the occupations for which ranks were needed, but also gave the occupations and ranks of jobs thought to be similar to the "new" jobs. The prestige rank used in the present study was the average of the ranks assigned by the judges.

Job aspiration was defined as the socio-economic status of the job which the students indicated they wanted to have after graduation from high school. The status of the job was based on the groupings given by Edwards (1943), a standard government reference. Six groups of jobs were designated as

1. Professional persons
2. Proprietors, managers, and officials
3. Clerks and kindred workers
4. Skilled workers and foremen
5. Semiskilled workers
6. Unskilled workers.

In the data analyses involving job aspiration, the number indicating each job group was used for purposes of identifying the job level.

PROCEDURE

The identification of attitudes held by high school girls required the development and pretesting of a research attitude scale titled, My Future Plans. Such an instrument would require evidences of validity and reliability. The scale would need to be easily understood by teachers and students at the high school level. Directions needed to be clear and the format attractive to secure cooperation.

The Pilot Study

A pilot study was conducted to determine the effectiveness of the research attitude scale, My Future Plans, in securing needed responses.

A listing of jobs to which home economics knowledge and skill would contribute was compiled from current vocational literature. The list of 32 jobs was submitted to various home economics teacher educators and supervisors and college teachers of home economics for critical review and suggestions. After considerable revision, the initial form of the check list, My Future Plans, was developed. The first page of the check list was designed to secure information about grade level, age, enrollment in home economics courses, plans for the next year, job hoped for after graduation and father's occupation. On the second page the 32 jobs that had been identified, reviewed by experts, and revised were listed. Students were instructed to respond by marking in the column which reflected their feeling about the job. The possible responses were:

1. I would be eager to do this job.

2. I would be willing to do this job.

3. I would prefer not to do this job.

4. This job is unknown to me.

5. I would be interested in learning how to do this job.

Three home economics teachers in two urban high schools cooperated in the collection of data. Only home economics students in one school participated; while both home economics and non-home economics students completed the check list in the other school. For purposes of the pilot study, students were classified as home economics if they were presently enrolled in home economics courses, while students not presently enrolled were classified as non-home economics students. The number of students participating, by grade level, follows:

Home Economics		
9th grade	77	
10th grade	61	
11th and 12th grades	61	
Total		199
Non-Home Economics		
9th grade	3	
10th grade	13	
11th and 12th grades	88	
Total		104
Grand Total		303

The availability of data from a large number of students made possible a preliminary exploration of several questions. It was predicted that home [redacted]-related jobs would have no greater

appeal to home economics students than to non-home economics students. Although a more precise definition of the two groups of students was used in the major analysis, the pilot study definitions gave form to preliminary analyses. Since data were available from students in grades 9, 10, and 11-12, a related question was explored. Do the attitudes toward home economics related jobs differ according to grade level? The answers to these questions would help to identify which jobs were most appealing and visible to the students.

Frequencies on the five levels of response were tabulated for each job. The frequency of response was multiplied by the assigned scale value to give a total score. For example, the job "Helper in pediatric (children's) ward in a hospital" had the following number of responses:

1. Eager	93 responses
2. Want to learn	29 responses
3. Willing	125 responses
4. Unknown	10 responses
5. Prefer not to do	69 responses

When the responses were weighted, the total score for this particular job was 1,045. Since 1,045 was the highest score calculated for any job, it was ranked as 1 and can be interpreted as being the job most appealing to all students. Ranks were determined for each job based on the sum of weighted frequencies (Table 1). Examination of these data revealed that the eight top jobs, rated as most appealing, were those related to child care and to the health services. The job, Helper in pediatric (children's) ward in hospital, ranked highest. The rank was determined by using responses of all students.

TABLE 1. SELECTED HOME ECONOMICS - RELATED - JOBS AND RANKINGS BY 303 SOUTH CAROLINA - URBAN PUPILS, SPRING 1964.

Home Economics Related Jobs	Rank					
	All Students N=303	Home Economics Students N=199	Home Economics Students N=104	9th Graders N=80	10th Graders N=74	11th & 12th Graders N=149
Helper in pedriatric (children's) ward in hospital	1	1	2	2	1	3
Helper in children's orphanage or home	2	2	3	3	3	2
Receptionist - hospital, nursing home	3	3	1	4	2	1
Nurses aide	4	4	11	5	5	8
Helper in community child care center	5	7	6	9	9	6
Nursery school aide	6	8	5	12	6	7
Information clerk (health services)	7	9	4	8	8	9
Baby sitter	8.5	5	8	7	7	10
Florist helper	8.5	6	7	13	4	5
Helper in laboratories (health services)	10	10	12	11	12	11
Assistant in children's library room	11	12	9	1	10	12.5
Ward or floor clerk (health services)	12	11	14	10	15.5	15
Sales clerk in department store selling toys, books, etc.	13	13	13	14.5	11	4
Assistant in playgrounds	14	15.5	10	17	13	12.5
Dressmaker	15	14	15	16	17	14
Nursemaid in wealthy families	16	15.5	17	19	14	17
Household assistant for full-time employed homemaker	17	18	16	14.5	21	16

TABLE 1. (Continued) SELECTED HOME ECONOMICS - RELATED JOBS AND RANKINGS BY 303 SOUTH CAROLINA - URBAN PUPILS, SPRING 1964.

Home Economics Related Jobs	Rank					
	All Students N=303	Home Economics Students N=199	Home Economics Students N=104	9th Graders N=80	10th Graders N=74	11th & 12th Graders N=149
Worker in hospital linen room - counting, dispensing, repairing by machine	18	17	27	24	23	32
Visiting homemaker for aging	19	19	19	20.5	19	25
Seamstress	20	20.5	18	23	18	18
Worker in employee cafeteria & dining rooms (hospital food service)	21	20.5	22	18	22	19
Substitute homemaker in one-parent family	22	23	20	20.5	20	24
Institutional housekeeping	23	24	23	22	15.5	23
Hostess (foods)	24	25	21	26.5	27.5	20
Visiting housekeeper for handicapped homemaker	25	22	32	25	32	21.5
Bakery helper or sales	26	26	25	26.5	24	31
Make draperies & curtains	27	27	24	28	27.5	21.5
Waitress	28	28	31	29	29	29
Make slipcovers	29	30.5	26	30.5	25	27
Alterer in stores	30	29	29	30.5	26	28
Lunchroom worker	31	30.5	30	32	30	30
Cover buttons, make belts	32	32	28	6	31	26

Jobs related to child care:

Rank	
2	Helper in children's orphanage or home
5	Helper in community child care center
6	Nursery school aide
8	Baby sitter

Jobs related to health services:

Rank	
3	Receptionist-hospital, nursing home
4	Nurses aide
7	Information clerk (health services)

The scores of jobs 8 and 9, "Baby sitter" and "Florist helper," were identical for the total group of students. Jobs and rank of the least appealing were:

Rank	
25	Visiting housekeeper for handicapped homemaker
26	Bakery helper or sales
27	Make draperies & curtains
28	Waitress
29	Make slipcovers
30	Alterer in stores
31	Lunchroom worker
32	Cover buttons, make belts

Although determining why students made the choices they did was beyond the scope of the pilot study, the least appealing jobs may have been those which are either least visible or with which many students find it difficult to identify themselves.

The questions of whether home economics related jobs appeal more to home economics than to non-home economics students or whether the various grade levels differ in preferences were explored through use of rank-order correlation (rho) (Wert, Neidt & Ahmann, 1954).

The rank assigned to each job for a particular group of respondents was determined by placing the group's total scores in descending order. The relationships obtained between the various groups were:

rho (home economics - non-home economics students)	.917
rho (9th graders - 10th graders)	.789
rho (9th graders - 11th and 12th graders)	.800

Recalling that +1.00 would represent a perfect correlation, it can readily be seen that high school students, regardless of their present enrollment in home economics or grade level have very consistent attitudes toward the jobs identified in the pilot study.

Revision of the Attitude Scale

The research instrument, My Future Plans, was revised to incorporate more complete information needed for social status analyses. Further editing of job titles was done to make them as clearly descriptive and appealing as space would permit. For example, some critics thought the word "worker" would sound menial to young people. The word "helper" or "assistant" was substituted. In the initial form, the jobs were listed under headings which identified the basic subject matter area or the service area involved.

The revised form of My Future Plans contained a randomized listing of all jobs with the exception of nine special job opportunities which were grouped at the end. These nine occupations were those identified by national leaders in home economics adult education, representatives of vocational education and other national agencies who met in a series of work conferences in 1963. Job analyses and

job descriptions of the nine occupations were prepared for inclusion in the revised edition of the Dictionary of Occupational Titles. A Job Training Guide was developed for each of the nine occupations to provide resource material for the use of local leaders and educators. The nine occupations were thought to be those that would enable women to secure employment having a valid wage value and needed in serving families. The occupations are:

A. Community-Focused Occupations

1. Child Day-Care Center Workers
2. Management Aide in Low-Rent Public Housing Projects
3. The Visiting Homemaker
4. Hotel and Motel Housekeeping Aide
5. The Supervised Food Service Worker

B. Home-Focused Occupations

1. Clothing Maintenance Specialist
2. Companion to an Elderly Person
3. Family Dinner Service Specialist
4. The Homemaker's Assistant

The jobs were numbered to facilitate analysis and a space was included for coding. The completed instrument, My Future Plans, included 49 job titles (Appendix).

Information was secured relative to students' plans for the next year and for the job they hoped to have after their education was completed. Two items were structured with several possible responses and a place to list and describe others if the appropriate response had not been listed. A copy of the revised check list, My Future Plans, is included in the Appendix.

Sample

Ninth and twelfth grade girls in selected South Carolina public schools were to comprise the sample. The procedure was designed to enable home economics teachers in the selected schools to collect data from all the girls enrolled in the two grades within the schools, whether or not the students were presently enrolled in home economics.

The teachers in the schools to be contacted for the major study were selected by Dr. Alma Bentley, the State Supervisor of Home Economics. The criteria to be used in the selection were identified by the researcher and Dr. Bentley as follows:

1. The teachers should be on a twelve-month's contract in a vocational program.
2. The teachers should be selected to insure representation of the five districts which are the administrative divisions of vocational home economics within South Carolina.
3. Schools recently involved in research activities would be considered ineligible.

Eight of the nine teachers selected by Dr. Bentley agreed to participate in the study. (See Appendix for a listing of the participating teachers).

Letters inviting the teachers to cooperate in the study were mailed on October 19, 1964. For convenience in replying, an addressed postal card was enclosed on which the teacher could indicate the number of check lists needed in her school. On November 16, 1964 a second letter was mailed to those teachers who had not replied to the initial request. When the postal cards were returned, the packages containing

check lists in the number requested, wrapping material, and sufficient postage for the return mailing were mailed to the teachers.

The teachers were asked to secure the cooperation of the school administrators and to administer the research check list. By December 10, 1964 all data had been received from the eight teachers in the seven schools. The teacher in the eighth school did not reply and no further effort was made to include the school in the study.

FINDINGS

The results of the study will be presented in three categories. The first part will provide a detailed description of the students who participated in the research. Results of student responses to the question, "Check your plans for next year," will be included here.

The second category will be the results from testing the hypotheses.

The third category will include those findings not directly related to the hypotheses, but which became of consequence from preliminary findings.

Description of the Subjects

The students who participated in the study were ninth and twelfth grade girls enrolled in seven schools. Three schools enrolled students in grades 7 - 9; two schools enrolled students in grades 9 - 12; and two schools enrolled students in grades 10 - 12. The number of usable responses was 929, representing 62.8 per cent of all girls in the selected schools who were eligible. Conflicting schedules in one school made data collection from all ninth grade girls impossible. In this school 82 of the 350 girls enrolled in ninth grade participated in the survey. The girls were classified as home economics and non-home economics students. Of the 929 respondents, 725 or 78.04 per cent were or had been home economics students while 204, 21.95 per cent, were not and had never been enrolled in home economics.

More twelfth graders than ninth graders participated in the study. There were 385, 41.44 per cent, students enrolled in ninth grade; 544, 58.57 per cent, were twelfth grade girls.

Social status analyses revealed 348, 37.46 per cent, in the high socio-economic stratum, 366, 39.39 per cent, in the middle, and 215, 23.15 per cent, in the low category (Table 2). Since a selected sample was used, the proportions revealed are not thought to be representative of the social status of South Carolina ninth and twelfth grade girls.

TABLE 2. NUMBER AND PER CENT OF 929 SECONDARY GIRLS IN HIGH, MIDDLE AND LOW SOCIO-ECONOMIC STATUS GROUPS BY GRADE LEVEL, 1964.

			Grade Level			
	All Students		Ninth N=385		Twelfth N=544	
Social Status	N	%*	N	%*	N	%*
High	348	37.46	180	46.75	168	30.88
Middle	366	39.39	141	36.63	225	41.36
Low	215	23.15	64	16.62	151	27.76

*Percentages have been rounded off.

Over two-thirds (67.02 per cent) of the ninth-graders were fourteen years of age while almost one-fourth (24.94 per cent) were age fifteen. Twenty-four ninth graders were sixteen years of age, six were seventeen years old and one girl was eighteen. A similar spread of ages was found among twelfth-graders. About four-fifths

of the twelfth-graders (79.77 per cent) were seventeen years of age; eighty-six girls (15.81 per cent) were eighteen years of age. A few twelfth graders (3.32 per cent) were sixteen; five were nineteen and one twelfth-grader was twenty years of age (Table 3).

TABLE 3. AGES OF 929 SECONDARY SCHOOL GIRLS BY GRADE LEVEL, 1964.

Ages	Ninth Grade N=385		Twelfth Grade N=544	
	N	%	N	%
14	258	67.02	0	0.00
15	96	24.94	0	0.00
16	24	6.24	18	3.32
17	6	1.55	434	79.77
18	1	0.25	86	15.81
19	0	0.00	5	0.18

Students' Plans Following Graduation

The plans reported by twelfth grade girls for the year following graduation were analyzed by social status groups (Table 4).

TABLE 4. PLANS OF TWELFTH GRADE GIRLS FOR YEAR FOLLOWING GRADUATION BY SOCIAL STATUS, 1964.

Plans for Year Following Graduation	Social Status: High N=166		Middle N=223		Low N=149		Total N=538	
	N	%*	N	%*	N	%*	N	%*
Go to work	24	14	5	2	2	1	31	6
Be a homemaker	2	1	1	1	4	3	7	1
Take special training for being a secretary, beauty operator, nurse, or anything requiring training other than college	20	12	32	14	0	0	52	10
Attend a two-year college	7	4	12	5	8	6	27	5
Attend a four-year college	25	15	78	35	103	69	206	38
Have not decided	1	1	4	2	1	1	6	1
Combinations:								
Go to work and take special training	22	13	23	10	5	3	50	9
Go to work and be a homemaker	21	13	18	8	1	1	40	7
Go to work and attend a two-year college	1	1	6	3	2	1	9	2
Go to work and attend a four-year college	3	2	5	2	6	4	14	3
Other combinations	37	22	38	17	17	11	92	17
Other	3	2	1	1	0	0	4	1

*Percentages have been rounded off.

Students were asked to -

> Check (x) your plans for next year. Check as many as you expect to do.
>
> _____1. go to work
> _____2. be a homemaker
> _____3. take special training for being a secretary, beauty operator, nurse, or anything requiring training other than college
> _____4. attend a two-year college
> _____5. attend a four-year college
> _____6. return to high school
> _____7. have not decided
> _____8. other (describe)_____

Percentages were calculated on the basis of the number of girls in each of the three social status groups who responded to the item. The total column percentages were based on the 538 students who provided usable information. The category of "combinations other than those listed" was used in tabulating data, but since the interest of the present study is related to plans having implications for occupational education, these responses were not analyzed. The 92 responses represent 17 per cent of the 538 twelfth graders.

The plan reported by over one-third of the seniors was "attend a four-year college." The low status group accounted for the largest proportion in this category with 103 seniors responding. Similarly, attending a four-year college was the highest rated plan of all low status seniors, with over 69 per cent responding.

Middle status seniors found attending a four-year college more attractive than other alternatives, with 35 per cent choosing this plan. Thirty-two middle status seniors, 14 per cent, plan to take special training as described.

High status seniors feel drawn in several directions. Over fifteen per cent plan to attend a four-year college, but fourteen per cent intend to go to work. It should be noted that these are not combined responses. The seniors planning to attend college are not the same students who plan to work. Twelve per cent want to take special training.

Students were encouraged to check as many responses as would more completely describe their plans. Since the work factor was of concern, the combinations including "go to work" were analyzed. High status seniors more than middle or low see the combining of work and/or homemaking, training or study as desirable. Seventy-one high status seniors (42 per cent) plan to include working in their immediate future. Of the 71, 22 plan to work and take special training while 21 will combine work and homemaking.

Middle status seniors are slightly more inclined to view work in combination with special training, since 23 or 10 per cent marked this plan in comparison with the 18 seniors (8 per cent) who contemplate combining work and homemaking.

Very few low status seniors checked a combination which included work.

Ninth graders indicated overwhelmingly that they planned to return to high school next year. The alternatives listed were not meaningful to ninth-graders and the very few responses were evidence of respondents' awareness of this fact. However, 25 ninth graders checked the combination "go to work" and "return to high school."

These students might be a potential nucleus for a wage-earning program, particularly if some monetary gain could be realized early in the experience.

Tests of Hypotheses

Null hypotheses were used to guide the research process. The results will be presented in relation to each hypothesis. The source of data and the statistical test used will be indicated.

Appeal of Jobs to Students

The first hypothesis which predicted that home economics related jobs would have no greater appeal to home economics students than to non-home economics students could not be rejected. The results appear to suggest that jobs appeal to home economics and non-home economics students in much the same way.

The ranking of jobs in the order of their appeal was derived by the method described earlier (see Page 8). A rank order coefficient of correlation (rho) was computed between the ranks obtained from each of the sub-groups and the criterion rank, based on responses from all students. The results are shown in Table 5. The consistently high coefficients of correlation obtained were

rho (all students - home economics students)	.996
rho (all students - non-home economics students)	.980
rho (all students - ninth grade girls)	.963
rho (all students - twelfth grade girls)	.980

TABLE 5. SELECTED HOME ECONOMICS RELATED JOBS AND RANKINGS BY 929 SOUTH CAROLINA NINTH AND TWELFTH GRADE GIRLS, 1964.

Home Economics Related Jobs	Rank				
	All Students N=929	Home Economics Students N=725	Non-Home Economics Students N=204	9th Graders N=385	12th Graders N=544
Helper in pedriatric (children's) ward in hospital	1	1	1	1	1
Child day-care center helper	2	2.5	2	2	4
Helper in child care center	3	2.5	3	3	3
Helper in children's orphanage or home	4	4	4	6	2
Baby sitter	5	5	9	5	8
Nursery school aide	6	6	6.5	7	5
Helper in hospital ward	7	7	6.5	4	11
Information clerk in hospital	8	8	8	10	6
Receptionist--hospital, nursing home	9	9	11	12	7
Helper in medical laboratory	10	12	5	11	10
Assistant in children's library room	11	10	10	9	12.5
Sales clerk for children's toys, books	12	11	14	13.5	9
Sales clerk for dress goods	13	13	12	13.5	12.5
Nurses aide	14	14	13	8	18
Assistant on playgrounds	15	15	18	17.5	15
Sales clerk in home furnishings	16	16	17	19	14
Florist helper	17	17	16	21	16
Helper in foods testing laboratory	18	18	15	15	17
Dressmaker	19	19	21	16	20.5
Visiting housekeeper for handicapped homemaker	20	20	24	17.5	25

TABLE 5. (Continued) SELECTED HOME ECONOMICS RELATED JOBS AND RANKINGS BY 929 SOUTH CAROLINA NINTH AND TWELFTH GRADE GIRLS, 1964.

Home Economics Related Jobs	Rank				
	All Students N=929	Home Economics Students N=725	Non-Home Economics Students N=204	9th Graders N=385	12th Graders N=544
Companion to an elderly one	21	22	19	20	22
Bakery sales clerk	22	21	20	25	20.5
Seamstress	23	23	28	23	27
Clothing maintenance specialist	24	24	31	33	24
Bakery helper	25	26	25.5	22	31
Demonstrator of small appliances	26	25	29	37.5	19
Management aide in low-rent housing projects (Public)	27	29	23	35	23
Hostess in restaurant	28	32	22	30	28
Nursemaid in wealthy families	29	30	27	28	29
Visiting homemaker for elderly person	30	27	30	26	30
Helper in textile laboratories	31.5	31	32	37.5	26
Homemaker's assistant	31.5	28	34	24	37
Supervised food service helper	33	33	33	27	34
Family dinner service specialist	34	37	25.5	31	35
Visiting homemaker	35	34	38	32	36
Substitute homemaker in one-parent family	36	36	35	34	32.5
Sewing machine demonstrator	37	35	40	36	32.5
Helper in hospital employee cafeteria and dining rooms	38	38	36	29	39
Institutional housekeeping	39	39	37	40	38
Waitress	40	41	39	39	43
Make draperies and curtains	41	40	43	44	40
Helper in lunchroom	42	42	42	41	44

TABLE 5. (Continued) SELECTED HOME ECONOMICS RELATED JOBS AND RANKINGS BY 929 SOUTH CAROLINA NINTH AND TWELFTH GRADE GIRLS, 1964.

Home Economics Related Jobs	Rank				
	All Students N=929	Home Economics Students N=725	Non-Home Economics Students N=204	9th Graders N=385	12th Graders N=544
Dry cleaning and laundry aide	43	45	41	47	41
Make clothing alterations in store	44	43	48	45.5	42
Helper in hospital linen room--counting, dispensing, repairing	45	44	45	42	48
Household assistant for full-time employed homemaker	46	46	44	43	49
Hotel & motel housekeeping aide	47	47	47	45.5	47
Make slipcovers	48	48	46	48	45
Cover buttons, make belts	49	49	49	49	46

Similar results were obtained in the comparison of ranks assigned by ninth and twelfth grade home economics girls. The rho was .951. Ranking of jobs derived from responses of non-home economics girls of the two grade levels were compared with a resulting rho of .946. These data are presented in the Appendix.

Job ranks based on responses of students classified by social status were analyzed by comparisons of high with middle, high with low, and middle with low (Table 6). Here the coefficients were again consistently high:

rho (high - middle status students)	.950
rho (high - low status students)	.924
rho (middle - low status students)	.974

With the finding that level of appeal is remarkably consistent among all students irregardless of their classification as home economics or non-home economics students, the data from all students were used in determining prevailing attitudes.

The prevailing attitudes of students were analyzed by examining the level of appeal scores derived from responses to the attitude scale. The level of appeal for each job was determined by multiplying the frequency of response in each scale category by the weight assigned to that category.

The highest possible level of appeal for any job was 4645. This value was determined by multiplying the highest possible frequency of response (929) by the weight (5) assigned to the category describing greatest appeal, "I would be eager to do this job." The

TABLE 6. SELECTED HOME ECONOMICS RELATED JOBS AND RANKINGS BY 929 SOUTH CAROLINA NINTH AND TWELFTH GRADE GIRLS GROUPED BY SOCIAL STATUS, 1964.

Job	Rank			
	All Students N=929	Social Status High N=348	Middle N=364	Low N=213
Helper in children's hospital ward	1	1	1	1
Child day-care center helper	2	2	3	3
Helper in child care center	3	3	2	4
Helper in children's orphanage or home	4	4	4	2
Baby sitter	5	5	10	7
Nursery school aide	6	8	6	5
Helper in hospital ward	7	7	5	8
Information clerk in hospital	8	6	9	10
Receptionist--hospital; nursing home	9	11	8	9
Helper in medical laboratory	10	16	7	6
Assistant in children's library room	11	9	11	11
Sales clerk for children's toys, books	12	10	12	12
Sales clerk for dress goods	13	12	14	15
Nurses aide	14	13	15	16
Assistant on playgrounds	15	17	13	14
Sales clerk in home furnishings	16	14	16.5	17
Florist helper	17	18	18	13
Helper in foods testing laboratory	18	15	16.5	18
Dressmaker	19	22	20	19
Visiting housekeeper for handicapped homemaker	20	19	21	25
Companion to an elderly one	21	25	19	20
Bakery sales clerk	22	20	24	26
Seamstress	23	21	28.5	29
Clothing maintenance specialist	24	27	24	23
Bakery helper	25	23	26	33
Demonstrator of small appliances	26	31	22	27.5
Management aide in low-rent housing projects (Public)	27	36	27	21

TABLE 6. (Continued) SELECTED HOME ECONOMICS RELATED JOBS AND RANKINGS BY 929 SOUTH CAROLINA NINTH AND TWELFTH GRADE GIRLS GROUPED BY SOCIAL STATUS, 1964.

Job	Rank			
	All Students N=929	Social Status High N=348	Middle N=364	Low N=213
Hostess in restaurant	28	33	28.5	22
Nursemaid in wealthy families	29	37	24	24
Visiting homemaker for elderly person	30	26	30	34.5
Helper in textile laboratories	31.5	29	34	37.5
Homemaker's assistant	31.5	24	32	38
Supervised food service helper	33	32	31	32
Family dinner service specialist	34	35	33	30
Visiting homemaker	35	28	37	36
Substitute homemaker in one-parent family	36	34	35	34.5
Sewing machine demonstrator	37	38	36	31
Helper in hospital employee cafeteria and dining rooms	38	30	38	39
Institutional housekeeping	39	39	41	37
Waitress	40	41	39	42
Make draperies and curtains	41	42	40	40
Helper in lunchroom	42	40	44	45
Dry cleaning and laundry aide	43	44	43	43
Make clothing alterations in store	44	45.5	42	47
Helper in hospital linen room--counting, dispensing, repairing	45	43	45	49
Household assistant for full-time employed homemaker	46	45.5	47	45
Bakery sales clerk	47	47	49	41
Make slipcovers	48	49	46	48
Cover buttons, make belts	49	48	48	45

lowest possible level of appeal was 929, secured by multiplying the highest possible frequency of response by the weight (1) assigned to the category describing least appeal, "I would prefer not to do this job."

The highest level of appeal score obtained was 3148 and the lowest score was 1364.

The jobs which had level of appeal scores in the highest fourth of the listing; that is, they were above the third quartile, and those with scores in the lowest fourth or below the first quartile are shown in Figure 1. "Generally appealing" was used to describe the four jobs which had scores above 2787. This cutting point was determined by multiplying 929, the number of responses, by 3, the scale value assigned to the modestly favorable response: "I would be willing to do this job." The four jobs found to be generally appealing were:

Helper in children's hospital ward
Child day-care center helper
Helper in child care center
Helper in children's orphanage or home.

Jobs with level of appeal scores between 2322 and 2787, the mid-point between scale values of two and three, were jobs thought to be somewhat appealing. These somewhat appealing jobs were:

Baby sitter
Nursery school aide
Helper in hospital ward
Information clerk in hospital
Receptionist -- hospital; nursing home
Helper in medical laboratory
Assistant in children's library room
Sales clerk for children's toys, books.

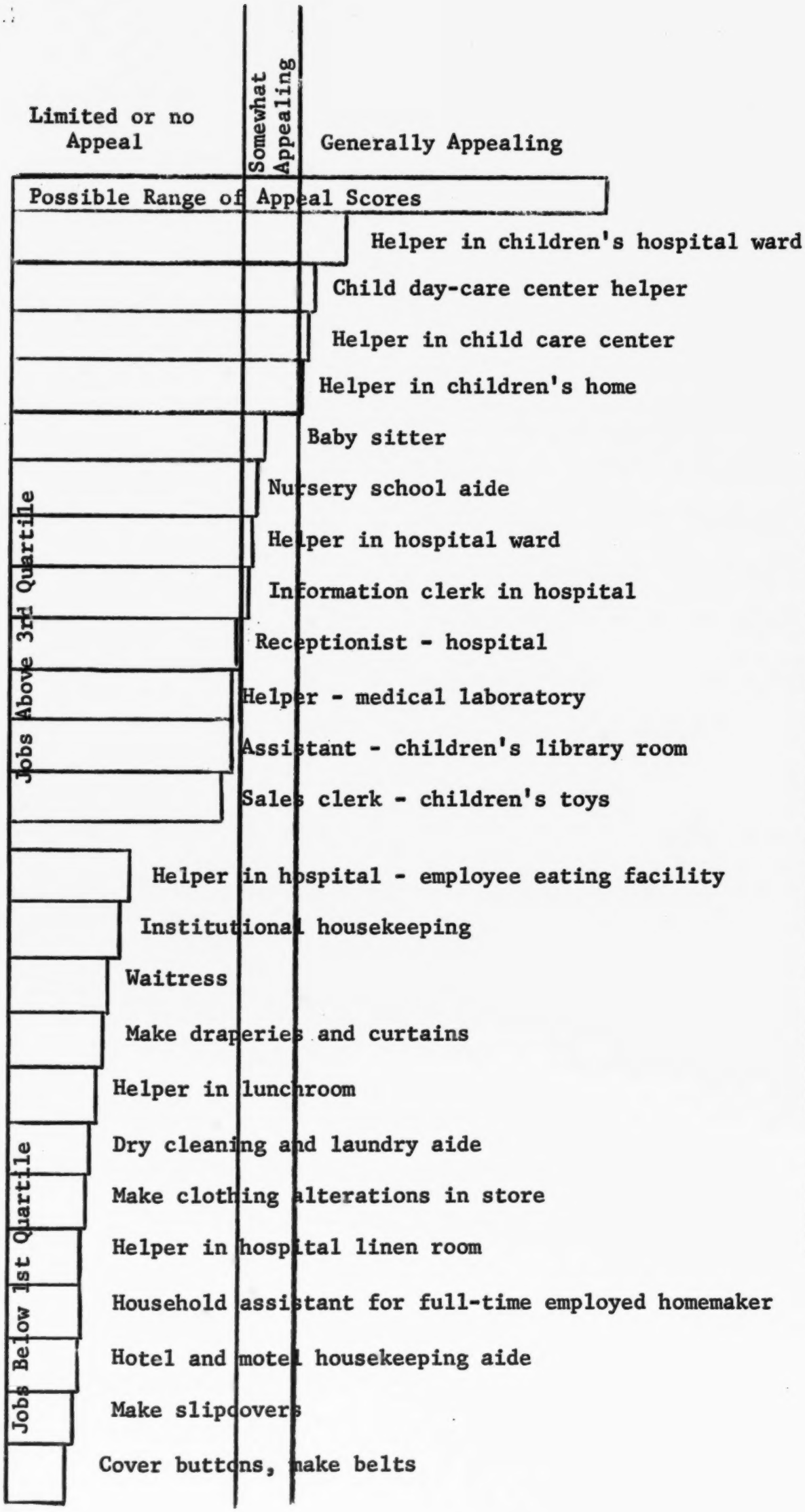

FIGURE 1. COMPARISON OF LEVEL OF APPEAL REPORTED AND LEVEL OF APPEAL POSSIBLE OF JOBS: 929 NINTH AND TWELFTH GRADE GIRLS, 1964.

Jobs with level of appeal scores below 2322 were considered to have quite limited appeal to many students, either related to the responses, "This job is unknown to me" or "I would prefer not to do this job."

The jobs which appear to be most appealing to students are those which involve care of children and health and medical services.

Desire to Learn Related to Social Status

The second hypothesis predicted that interest in learning how to perform home economics related jobs would be independent of social status. The chi-square test was used to determine if a relationship might be found.

Data were available from the cumulative responses in the column headed "Want to learn" which 147 students marked. Students had been instructed to mark only one response for each job. The 147 students represent slightly more than one-fifth (20.6 per cent) of the students in any one of the three social status groups who wanted to learn how to perform any of the home economics related jobs.

Of these students who expressed a desire to learn how to perform home economics related jobs, significant differences at the .01 level were found. The chi-square value for twelve degrees of freedom was 27.29. It appeared that the relationship between social status and the desire to learn to perform home economics related jobs was greater than a chance occurrence among those students who expressed the desire. Interpretation of this result must take into account

the proportion of the total sample, about four-fifths, who checked some one of the responses other than "Want to learn."

Appeal Related to Social Status

The third hypothesis, tested by rank order correlation, revealed that level of appeal was independent of social status as predicted. The coefficients of correlation (rho) were consistently high for the ranks derived from responses of the three status subgroups:

rho (high - middle status students)	.950
rho (high - low status students)	.924
rho (middle - low status students)	.974

Job Aspiration Related to Social Status

The fourth hypothesis predicted that job aspiration would be independent of social status. The survey check list included an item:

> Check (x) the job you hope to have after you finish your education--if you plan to have a job.
>
> _____1. beauty operator
> _____2. clerk or buyer in store
> _____3. designer or artist
> _____4. factory worker
> _____5. model
> _____6. nurse
> _____7. secretary or office worker
> _____8. teacher
> _____9. librarian
> _____10. social worker
> _____11. airline stewardess
> _____12. telephone operator
> _____13. join service
> _____14. other (list)_____

Not all students were able to respond clearly to this item. When multiple entries were deleted, 774 respondents provided data for analysis. Job aspiration was defined as a numerical level associated with each of six socio-economic groups, as shown below:

1. Professional persons
2. Proprietors, managers, and officials
3. Clerks and kindred workers
4. Skilled workers and foremen
5. Semiskilled workers
6. Unskilled workers (Edwards, 1943, pp. 178-179)

The levels of jobs corresponded closely to the ranking of jobs using the North-Hatt Scale, Hinton's revision, (1963).

Chi-square was used to test the relationship of aspiration to social status. The obtained chi-square value of 29.34, with ten degrees of freedom was significant beyond the one per cent level. The choice of jobs hoped for after graduation was not a chance occurrence; something was in operation to make the students place their choices in certain categories. Inspection of the data did not provide evidence that the selections were related to the social status of the students, but it did give solid support to the idea that the selections were related to the nature of the jobs themselves. The highest level category, professional persons, tended to be greatly over selected, with more than half of the students indicating this choice (Table 7).

TABLE 7. RELATIONSHIP OF JOB ASPIRATION TO SOCIAL STATUS OF NINTH AND TWELFTH GRADE GIRLS, 1964.

Job Aspiration Level	Social Status			
	High	Middle	Low	Total
1. Professional persons	103	193	121	417
2. Proprietors, managers and officials	18	17	5	40
3. Clerks and kindred workers	36	35	19	90
4. Skilled workers and foremen	13	20	15	48
5. Semiskilled workers	65	53	44	162
6. Unskilled workers	10	4	3	17
Total	245	322	207	774

The responses to the jobs teacher and nurse accounted for almost two-thirds of the 417 responses in the highest level category. In only one other category was there over selection. On the fifth level, semiskilled workers, there was modest evidence of over selection. The responses to the job beauty operator accounted for slightly over 70 per cent of the 162 responses in the fifth level category. The frequencies shown in Table 7 include choices by students of both the jobs designated in the item and those which were listed in Other.

Certain choices defy classification by level of occupation and were omitted from the analysis. These included eight students who listed homemaker or housewife as the job they hoped for following graduation from high school.

Job Visibility Related to Appeal

The attitude which a student has about a job may depend on the visibility of the job to her. Some jobs may be unknown to her or may be called by a name she is unable to recognize and these would rank low in visibility. She may have performed a given job, called by a name which she herself would use and that job would be highly visible to her. She may have observed others employed in jobs, called by a name she recognizes and that job, too, would be highly visible.

Each student was given the opportunity to indicate for each job one of five responses. Of the five, one was, "This job is unknown to me." The fewer the students giving this response, the more visible a job was considered to be. The jobs ranged in visibility from Baby sitter (unknown to 2.3 per cent of the students) to Institutional housekeeping and Clothing maintenance specialist, each of which was unknown to 21.3 per cent. The complete listing of jobs in order of visibility is presented in the Appendix. The twelve most visible jobs and the percentages of students who reported the job as unknown are:

Baby sitter	2.3
Helper in children's hospital ward	3.5
Child day-care center helper	4.2
Sales clerk for children's toys, books	4.2
Sales clerk for dress goods	4.3
Assistant in children's library room	5.4
Assistant on playground	5.4
Waitress	5.5
Nursery school aide	5.5
Helper in lunchroom	5.6
Companion to an elderly one	5.6
Helper in hospital ward	6.2

A high level of appeal was compared with a high level of visibility to answer the question, "Are the most visible jobs also the most appealing?" A rank-order coefficient of correlation test was used. The obtained rho of .42, significant beyond the one per cent level, indicated that the positive relationship is not a chance occurrence. Students will tend to rate lower in appeal those jobs least visible to them.

Job Clusters

Many of the jobs listed on the attitude scale, My Future Plans, seemed to call for basically the same, or quite similar, home economics knowledge and skills. The procedure for identifying those closely related jobs, here called job clusters, involved securing the opinions of qualified judges. The judges were home economics supervisors and teacher educators. Five judgments were made about each job. One of the judgments represented the combined opinions of four supervisors; in the other four, the judgments were made by individuals.

Each job title was typed on a separate 3" x 5" card. The cards were arranged in random order. Judges were asked to sort the cards into groups which might require basically the same or quite similar home economics knowledge and skills.

Analysis of the card sorting and grouping proceeded by determining which were the jobs always placed in relation to which other jobs by the judges. For example, in all five judgments made about the job, Homemaker's assistant, the job, Visiting homemaker was placed

in the same group of cards. This kind of consensus was found for many of the jobs. The job title appearing on the cards which by consensus were grouped together were called job clusters. Judges were asked to indicate a name for the job clusters. However, the suggestions varied so widely that the writer has arbitrarily named the clusters since these were intended for descriptive use in reporting.

The job clusters, representing consensus of opinion by judges as those jobs which would call for the same, or quite similar home economics knowledge and skill were:

Cluster I. Household Care and Management Occupations

Homemaker's assistant
Visiting homemaker
Visiting housekeeper for handicapped homemaker
Household assistant for full-time employed homemaker
Visiting homemaker for elderly person

Cluster II. Child Care Occupations

Helper in children's orphanage or home
Helper in child care center
Nursery school aide
Baby sitter
Assistant on playgrounds
Nursemaid in wealthy families
Child day-care center helper

Cluster III. Clothing Care and Construction Occupations

Clothing maintenance specialist
Cover buttons, make belts
Make clothing alterations in store
Seamstress
Dressmaker

Cluster IV. Food Service Occupations

Helper in hospital employee cafeteria and dining rooms
Supervised food service helper
Family dinner service specialist
Helper in lunchroom
Bakery helper

Cluster V. Retailing - Sales and Demonstrations Occupations

Sales clerk in home furnishings
Demonstrator of small appliances

With evidence of considerable agreement among home economists about the jobs which are based on common areas of knowledge and skills, it appears possible to plan efficiently for programs of wide usefulness to potential wage-earners.

Discussion of the Findings

The students who comprised the sample were enrolled in selected schools not claimed to be representative of those throughout South Carolina. However, home economics teachers who plan to incorporate occupational education as part of the secondary school program may find that the students in their school do not differ markedly from the students described in the present study.

Attending a four year college was the plan most chosen by senior students for the year following graduation. The emphasis placed by our society on attainment of a college degree is reflected in the results. Over half of the students chose some form of post-high school education or training, an encouraging sign that young people may recognize the needs described by vocational leaders for highly trained personnel.

Students' plans which combined going to work with advanced training or education may be a reflection of financial need though the data do not support such a conclusion. The students who most often chose to combine work and training were classified in the high socio-economic status. Perhaps high status more than lower status students are aware of possible ways to finance post-high school training.

Of particular interest is the plan selected by most seniors in the low social status group. The majority of these students plan to attend a four-year college. Are these students projecting themselves into an unrealistic plan? The social status groupings used in the present study provide a reflection of the economic potential of the students' families, using the father's occupation as the most important of the three variables. Hopefully, these lower status students may be helped to utilize sources of financial assistance which are becoming increasingly available so that they may realize their aspirations. These results differ from the findings from a recent study (Sperry, 1965) that a perception of "above average" family income was associated with college plans. "Youth from middle and particularly low level of living backgrounds when reporting lack of college plans may have been realistically appraising the financial resources that would be available to them." (Sperry, 1965, p. 25). However, the differences between the two studies may be a reflection to some extent of differences in concepts of status and the measure employed.

The number of students who envision going to work, over one-

fourth of the seniors, may mean that occupational education would be well-received, particularly if presented with a recognition of students' intentions of combining work and further training. Pre-occupational education at the ninth-grade level finds support in the result that some students plan to go to work while continuing their high school education.

A remarkable consistency of attitude toward home economics related jobs was revealed by students irregardless of the subgroupings employed in the analyses. Whether using categories of home economics or non-home economics, ninth or twelfth grade, high, middle or low social status, the job level of appeal was uniformly similar. Jobs were further classified as appealing on several levels. The most appealing jobs were those which involve care of children and health or medical services. Such prevalence of choices may be a reflection of a realistic appraisal of the jobs available to teen-age girls. As Dansereau (1961) has noted, the teen-ager is frequently relegated to the meanest tasks in the work world. The unskilled category is the only one for which the teenager could offer much competition. (Dansereau, 1961, pp. 46 - 52).

The interest in learning to perform these jobs revealed a relationship to social status among the small proportion of students from the total sample who provided data. Little importance should be attached to this finding because students were instructed to mark only one response for each job. It is not known how many students would have indicated an interest in learning to perform home economics

related jobs had they been free to indicate several responses. When level of appeal was analyzed by social status, the conclusion must be drawn that the attitudes of students are consistent irregardless of status classification.

Early studies (Miller & Form, 1951) have reported a wide discrepancy between what young people have come to want as their life-work and what they actually are forced to take. "The aspiration for professional and managerial positions is far in excess of possible fulfillment. (Miller & Form, 1951, p. 604). The students in the present study appear to support the above generalization. The selections of jobs, when analyzed, revealed evidence of great over selection of jobs in the highest level category, professional persons. The semiskilled person category was over selected to a modest degree. The occupations of teacher and nurse were most prevalent among choices at the highest level; beauty operator as a job accounted for most of the selections in the semiskilled category. Dansereau (1961) reported several studies which supported the notion that young people express preferences for occupations which are high in both income and prestige. Both income and prestige are popular and important values in American culture and student rankings frequently reflect adult influences.

When job visibility was explored, the significant relationship to appeal level indicated that students tended to rate lower in appeal those jobs that are least known to them. The finding may have other interpretations, however. The job titles used in most instances were

so clearly descriptive that it is hard to imagine students not knowing to some extent what the job would entail. For example, helper in lunchroom, in the schools of today, surely is a widely observed job. One suspects that factors beyond those identified are influencing the responses. Perhaps the concept of job cluster will prove valuable when planning programs for youth who have limited views of jobs. Through an exploration of all possible positions relating to one major job category, students may broaden their horizons. Too, they may find an opportunity to reexamine their own attitudes realistically and make plans which are possible of accomplishment.

Recommendations

Home economics teachers who plan occupational education programs are encouraged to survey the attitudes among the potential enrollees. With evidence of the perceptions and meanings youth in their local community are attaching to specific jobs, teachers should be able to make wiser program and course of study decisions. Some adaptation of the research instrument based on its use in the survey would provide a way to clarify certain facets of attitudes discussed earlier.

Among the students who participated in the study, there was a group who found the jobs highly appealing. These students indicated that they were eager to do the jobs. It is recommended that such students be identified to form the nucleus of beginning programs. If evidence from local surveys support the need of wage-earners in child care and health occupations, considerable evidence is available

to recommend that these be the focus of initial programs. Public relations efforts should be planned carefully so that both the students involved and those who are not will see the program as appealing and beneficial.

Teachers need to become familiar with the literature available on work and the place of youth in a work world. Sociologists have explored various aspects which are necessary to consider in program development. Professional journals and periodicals carry reports of current research and innovations which the teacher may find of great value. Where is the teacher with time to discover America anew?

Throughout the total home economics program certain concepts could be given added emphasis and importance. Work is a basic value for most people and as such may contribute in large measure to the self development of individuals. An awareness of the problems that impinge on entry into the work world may help the young worker plan realistically for pre-entry educational experiences. As the nature of work changes in consequence of technological advances, young people may be helped to understand and seek life satisfactions from the whole of living, of which work is one part.

The culture shock which awaits the young worker who is confronted with contradictions in work values may be lessened if pre-occupational experiences are realistically planned and evaluated. Such a suggestion carries the implication that teachers will themselves have come to terms with the contradictions. To teach that one must work hard to get ahead when the young worker observes many

who succeed without such effort requires a teacher who has thought through the contradiction and can help another in forming personal values.

Great variation will be found in programs of occupational training as they develop throughout the State. Such diversity is to be highly valued as programs build on a common base of home economics knowledge and abilities adapted to meet the needs of individuals and their communities.

SUMMARY

Students who participated in the study were ninth and twelfth grade girls enrolled in selected public schools in South Carolina. They were classified as home economics or non-home economics students, based on reported enrollment at any time in a home economics course. Further categorizing was in terms of social status with three levels identified: high, middle or low. The term student used throughout the study referred to all girls who participated. When subgroups were used, the appropriate identifying terms were used. Unless otherwise stated, jobs were the 49 home economics related jobs listed on the research check list, My Future Plans.

The survey of attitudes toward home economics related jobs was designed to accomplish several purposes: (1) to determine the prevailing attitudes of students toward jobs; (2) to explore the extent of interest among students in learning how to perform jobs; (3) to discover which jobs are most visible and appealing to students; and (4) to explore the aspirations of students.

The research instrument was developed in its initial form by compiling information from the available literature on vocational education and by seeking suggestions from teacher educators and supervisors. The initial form of the check list was pre-tested in a pilot study and subsequently revised. The final form of the check list, My Future Plans, elicited information related to grade level, home economics or non-home economics enrollment, father's occupation, education of father and mother, plans for the next year and job plans

following graduation. The home economics related jobs were listed and students were requested to check one of the following responses about each job:

1. I would be eager to do this job
2. I would be willing to do this job
3. I would prefer not to do this job
4. This job is unknown to me
5. I would be interested in learning how to do this job.

The appeal of each job was determined by use of a weighted scale. The responses were weighted as follows:

Response	Scale value
1. I would be eager to do this job	5
2. I would be interested in knowing how to do this job	4
3. I would be willing to do this job	3
4. This job is unknown to me	2
5. I would prefer not to do this job	1

The frequency of response was multiplied by the assigned scale value to give a total score. A high score was interpreted to mean that the job was highly appealing to students.

The survey instrument was administered to students by home economics teachers in seven South Carolina public schools, with the teachers being those selected by the State Supervisor of Home Economics Education.

A level of appeal score was computed for each job, using the method described above. Jobs were arranged in rank order from highest

level of appeal (highest score) to lowest level of appeal. The rank order of jobs, based on responses from all students was used as the criterion or basis for comparisons of subgroups. Rankings of jobs derived from responses of subgroups of students were compared with the criterion by computing a rank order coefficient of correlation between each subgroup ranking and the criterion ranking. The obtained coefficients were, in every instance, greater than .94. Students appear to be quite consistent in their attitudes toward jobs. The initial hypothesis which had predicted that home economics related jobs would have no greater appeal to home economics students than to non-home economics students could not be rejected. Though not specifically predicted, significant differences between grade level and social status subgroups of students failed to appear. This evidence lends additional support to the conclusion that students appear quite consistent in their attitudes toward jobs.

The jobs had differing levels of appeal to students, however. The level of appeal scores ranged from a low of 1364 to a high of 3148. Jobs which had level of appeal scores in the highest fourth of the listing (above the third quartile) and those with scores in the lowest fourth (below the first quartile) are shown in Figure 1, page 30. Jobs which had level of appeal scores above 2787 were those about which students had indicated generally favorable responses; i.e., "I would be eager to do this job," "I would be interested in learning how to do this job" and "I would be willing to do this job." The cutting point of 2787 was determined by multiplying the number of

students, 929, by 3, the lowest scale value of the favorable responses available. Scale values lower than 3 were assigned to the responses "This job is unknown to me" or "I would prefer not to do this job."

Four of the 49 jobs presented on the check list fell in the category of generally favorable. These four were:

Helper in children's hospital ward
Child day-care center helper
Helper in child care center
Helper in children's orphanage or home.

In addition, jobs with level of appeal scores above 2322, the midpoint between scale values of 2 and 3, were jobs thought to be somewhat appealing. These somewhat appealing jobs are:

Baby sitter
Nursery school aide
Helper in hospital ward
Information clerk in hospital
Receptionist -- hospital; nursing home
Helper in medical laboratory
Assistant in children's library room
Sales clerk for children's toys, books.

Jobs with level of appeal scores below 2322 were considered to have quite limited appeal to many students, either related to the response "This job is unknown to me" or "I prefer not to do this job."

The jobs which appear to be most appealing to students are ones related to the care of children and to the health and medical services.

Although slightly more than twenty per cent of the students wanted to learn to perform home economics related jobs, evidence was available of a greater than chance relationship with social status.

Job aspiration analyses revealed that choices appeared related to the nature of the jobs rather than to social status. Two levels of

jobs were over selected: professional, which included predominantly choices of teaching and nursing, and semiskilled in which beauty operator was the most frequent choice.

Job visibility was determined by including "This job is unknown to me" as a possible response on the check list. The most visible jobs were positively related to those jobs determined as most appealing. Students tended to rate lower in appeal those jobs least visible to them.

The possibility of identifying job clusters of families would facilitate efficient program development. A panel of judges was used to determine which jobs would require basically the same, or quite similar, home economics knowledge and skills. Five clusters were identified as follows:

I. Household Care and Management Occupations

II. Child Care Occupations

III. Clothing Care and Construction Occupations

IV. Food Service Occupations

V. Retailing - Sales and Demonstrations Occupations

It was recommended that teachers survey the attitudes of potential enrollees in occupational programs, using an adaptation of the survey check list.

The program can be built on a nucleus of students discovered to have attitudes highly favorable toward home economics related jobs. The public relations efforts should convey positive views of an appealing

and beneficial program.

Teachers need to become familiar with available information from research on work and reports of innovations in program development. Basic concepts related to work can be included in all aspects of a total home economics program. The teacher will need to have faced realistically and resolved satisfactorily her own contradictory work values and be able to guide learners through a similar process. Diversity in programs is considered of great value as beginning efforts are made to initiate and evaluate occupational education as an integral part of home economics at the secondary school level.

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MY FUTURE PLANS

Many persons think that they know the attitudes of young people, but we believe that you are the best person to tell us what young people think. Since this information is to be used as part of a research project, your responses will be kept confidential.

Name_____ Grade_____

School_____ Age_____

Circle all of the grades in which you have taken home economics (include family living).

7th 8th 9th 10th 11th 12th

What is your father's (or main provider's) job? Describe in detail what he does. (If your father is dead or not living with you, give what he did for a job when he was with you.)_____

_____

Check the highest level of education reached by your parents:

	Father	Mother
a. Eighth grade graduate or less education	_____	_____
b. Some high school but not a graduate	_____	_____
c. High school graduate	_____	_____
d. Some training or some college work, but not a college graduate	_____	_____
e. College graduate	_____	_____
f. Post graduate study	_____	_____

Check your plans for next year. Check as many as you expect to do.

_____1. go to work
_____2. be a homemaker
_____3. take special training for being a secretary, beauty operator, nurse, or anything requiring training other than college
_____4. attend a two-year college
_____5. attend a four-year college
_____6. return to high school
_____7. have not decided
_____8. other (describe)_____

Check (x) the job you hope to have after you finish your education--if you plan to have a job.

_____1. beauty operator
_____2. clerk or buyer in store
_____3. designer or artist
_____4. factory worker
_____5. model
_____6. nurse
_____7. secretary or office worker
_____8. teacher
_____9. librarian
_____10. social worker
_____11. airline stewardess
_____12. telephone operator
_____13. join service
_____14. other (list)_____

Note: The original copy of My Future Plans included the above items on page one.

We are interested in knowing how you feel about various job opportunities which are available to high school graduates. Below are listed some jobs for which high school graduates could qualify. If you should decide to work after you graduate from high school, which of these statements would describe your feeling toward each of the jobs?

1. I would be eager to do this job.
2. I would be interested in knowing how to do this job.
3. I would be willing to do this job.
4. This job is unknown to me.
5. I would prefer not to do this job.

READ THE DIRECTIONS CAREFULLY

Circle the letter in the column which best describes the way you feel about each job.

Job	How I Feel About the Job				
	EAGER	WANT TO LEARN	WILLING	UNKNOWN TO ME	PREFER NOT
1. Helper in children's hospital ward	E	L	W	U	N
2. Helper in children's orphanage or home	E	L	W	U	N
3. Receptionist--hospital; nursing home	E	L	W	U	N
4. Nurses aide	E	L	W	U	N
5. Helper in child care center	E	L	W	U	N
6. Nursery school aide	E	L	W	U	N
7. Information clerk in hospital	E	L	W	U	N
8. Baby sitter	E	L	W	U	N
9. Florist helper	E	L	W	U	N
10. Helper in medical laboratory	E	L	W	U	N
11. Assistant in children's library room	E	L	W	U	N
12. Helper in hospital ward	E	L	W	U	N
13. Sales clerk for childrens toys, books	E	L	W	U	N
14. Assistant on playgrounds	E	L	W	U	N

Job	How I Feel About the Job				
	EAGER	WANT TO LEARN	WILLING	UNKNOWN TO ME	PREFER NOT
15. Dressmaker	E	L	W	U	N
16. Nursemaid in wealthy families	E	L	W	U	N
17. Household assistant for full-time employed homemaker	E	L	W	U	N
18. Helper in hospital linen room--counting dispensing,repairing	E	L	W	U	N
19. Visiting homemaker for elderly person	E	L	W	U	N
20. Seamstress	E	L	W	U	N
21. Helper in hospital employee cafeteria and dining rooms	E	L	W	U	N
22. Substitute homemaker in one-parent family	E	L	W	U	N
23. Institutional housekeeping	E	L	W	U	N
24. Hostess in restaurant	E	L	W	U	N
25. Visiting housekeeper for handicapped homemaker	E	L	W	U	N
26. Bakery helper	E	L	W	U	N
27. Bakery sales clerk	E	L	W	U	N
28. Make draperies and curtains	E	L	W	U	N
29. Waitress	E	L	W	U	N
30. Make slipcovers	E	L	W	U	N
31. Make clothing alterations in store	E	L	W	U	N
32. Helper in lunchroom	E	L	W	U	N
33. Cover buttons, make belts	E	L	W	U	N
34. Sewing machine demonstrator	E	L	W	U	N
35. Sales clerk for dress goods	E	L	W	U	N

Job	How I Feel About the Job				
	EAGER	WANT TO LEARN	WILLING	UNKNOWN TO ME	PREFER NOT
36. Dry cleaning and laundry aide	E	L	W	U	N
37. Helper in textile laboratories	E	L	W	U	N
38. Sales clerk in home furnishings	E	L	W	U	N
39. Demonstrator of small appliances	E	L	W	U	N
40. Helper in foods testing laboratory	E	L	W	U	N

Some special job opportunities may be available to you. These are called Home and Community Service Occupations. Please circle the letter which describes your feeling about each of these jobs.

Job	How I Feel About the Job				
	EAGER	WANT TO LEARN	WILLING	UNKNOWN TO ME	PREFER NOT
41. Child day-care center helper	E	L	W	U	N
42. Management aide in low-rent housing projects (Public)	E	L	W	U	N
43. Visiting homemaker	E	L	W	U	N
44. Hotel and motel housekeeping aide	E	L	W	U	N
45. Supervised food service helper	E	L	W	U	N
46. Clothing maintenance specialist	E	L	W	U	N
47. Companion to an elderly one	E	L	W	U	N
48. Family dinner service specialist	E	L	W	U	N
49. Homemaker's assistant	E	L	W	U	N

PARTICIPATING TEACHERS AND SCHOOLS

Miss Jessie Hunter
Greenville Senior High School
1 Vardrey Street
Greenville, South Carolina.

Mrs. Dorothy Witherspoon
Lancaster Senior High School
Lancaster, South Carolina

Mrs. Lillian Clark
Murray Vocational School
Charleston, South Carolina

Mrs. Adeline Scarborough
Edmunds High School
Sumter, South Carolina

Miss Alice Martin
Miss Volina Wilson
Greenville Junior High School
Greenville, South Carolina

Mrs. Elizabeth L. Bateman
Alice Drive Junior High School
Miller Road
Sumter, South Carolina

Miss Frances R. Kolb
McLaurin Junior High School
W. Calhoun Street
Sumter, South Carolina

NUMBER OF NINTH AND TWELFTH
GRADE GIRLS ENROLLED IN THE
SEVEN HIGH SCHOOLS

	Ninth	Twelfth	Total
Murray Vocational School (Grades 9 - 12)	19	32	51
Greenville Junior High School (Grades 7 - 9)	75	0	75
Greenville Senior High School (Grades 10 - 12)	0	375	375
Alice Drive Junior High School (Grades 7 - 9)	350*	0	350*
Edmunds High School (Grades 10 - 12)	0	200	200
McLaurin Junior High School (Grades 7 - 9)	104	0	104
Lancaster Senior High School (Grades 9 - 12)	173	151	324
TOTAL			1,479

*Conflicting schedules made collection of data from all ninth grade girls impossible. Data were secured from 82.

SOCIAL STATUS CLASSIFICATION

The North-Hatt Scale (1953) was developed to give a rank order of the prestige of 90 occupations. Subsequently, several different studies have been faced with the problem of unranked occupations and a standard method of interpolation evolved. The method called for numerical judgments by qualified judges, usually sociologists and educators who were familiar with social stratification studies, made in terms of the original scale. The present study used the original North-Hatt Scale (1953), Hinton's additions (1963), and Hamner's additions (1965) to identify the prestige rank of fathers' occupations. Occupations not found on one of the existing lists were assigned ranks by a panel of judges using the standard method of interpolation.

The procedure for determining social status groups used the numerical value assigned to the occupations of the girls' fathers. These values ranged from 45 to 93. The occupations ranked between these numbers were divided into 11 approximately equal groups and were accordingly assigned a numerical value from 1-11.

The educational level of each parent was ascribed a value as follows:

1. Elementary school through the ninth grade.
2. Tenth-eleventh grade.
3. High school graduate.
4. Some college education or advanced academic training such as business.
5. College graduate
6. Some post college education.

The information concerning the fathers' occupations and the educational level of each parent was taken from the completed research

instrument, My Future Plans.

A score for each girl was obtained by the following formula:

Social Status = 2X + Y + Z
X = numerical value of father's occupation
Y = numerical value of father's educational level
Z = numerical value of mother's educational level

The scores ranged from 1 to 34. On the basis of their rank in the group the girls were separated into three approximately equal groups. The scores of the lowest social status group ranged from 1 to 14, the middle group from 15 to 24 and the highest group from 25 to 34. There were 213, 364 and 348 girls, respectively, in the three categories.

A description of the original procedure (Deasy, 1956) was supplemented by information supplied by personal letter from Hinton (March 26, 1964).

The complete list of occupations and ranks is on file at Winthrop College.

TABLE 8. SELECTED HOME ECONOMICS RELATED JOBS AND RANKINGS BY 929 SOUTH CAROLINA NINTH AND TWELFTH GRADE GIRLS, 1964.

Home Economics Related Jobs	Rank			
	Home Economics		Non-Home Economics	
	9th Graders N=288	12th Graders N=437	9th Graders N=97	12th Graders N=107
Helper in children's hospital ward	1	1	1	1
Child day-care center helper	2	4	3	2
Helper in child care center	4	3	2	3
Helper in children's orphanage or home	6	2	5	4
Baby sitter	3	8	8	10
Nursery school aide	8	5	7	6
Helper in hospital ward	5	10	4	12
Information clerk in hospital	10	6	9	7
Receptionist--hospital; nursing home	13	7	11.5	9
Helper in medical laboratory	11	11	6	5
Assistant in children's library room	9	13	11.5	8
Sales clerk for children's toys, books	12	9	18	11
Sales clerk for dress goods	14	12	14	13
Nurses aide	7	18	10	18
Assistant on playgrounds	16	15	19	15.5
Sales clerk in home furnishings	20	14	20	14
Florist helper	22	16	17	15.5
Helper in foods testing laboratory	18	17	13	17
Dressmaker	17	20	16	29
Visiting housekeeper for handicapped homemaker	15	25	24.5	24
Companion to an elderly one	24	26	15	20
Bakery sales clerk	25	23	22	21
Seamstress	23	27	21	33.5
Clothing maintenance specialist	31	21	33	28
Bakery helper	19	34	24.5	27
Demonstrator of small appliances	37	19	35.5	23

TABLE 8. (Continued) SELECTED HOME ECONOMICS RELATED JOBS AND RANKINGS BY 929 SOUTH CAROLINA NINTH AND TWELFTH GRADE GIRLS, 1964.

	Rank			
	Home Economics		Non-Home Economics	
Home Economics Related Jobs	9th Graders N=288	12th Graders N=437	9th Graders N=97	12th Graders N=107
Management aide in low-rent housing projects (Public)	38	22	26	22
Hostess in restaurant	27.5	31	34	19
Nursemaid in wealthy families	32	28	27.5	26
Visiting homemaker for elderly person	26	30	23	33.5
Helper in textile laboratories	39	24	31.5	31
Homemaker's assistant	21	36	30	38.5
Supervised food service helper	29.5	32	29	35
Family dinner service specialist	33	37	27.5	25
Visiting homemaker	29.5	35	35.5	36.5
Substitute homemaker in one-parent family	34	33	39	30
Sewing machine demonstrator	35	29	37	41
Helper in hospital employee cafeteria and dining rooms	27.5	40	31.5	40
Institutional housekeeping	42	38	38	32
Waitress	36	44	40	36.5
Make draperies and curtains	44	39	45	43.5
Helper in lunchroom	40	45	44	42
Dry cleaning and laundry aide	48	41	43	38.5
Make clothing alterations in store	45	42	48.5	43.5
Helper in hospital linen room--counting, dispensing repairing	41	47	42	48.5
Household assistant for full-time employed homemaker	43	49	41	48.5
Hotel and motel housekeeping aide	46	48	47	46
Make slipcovers	49	43	46	45
Cover buttons, make belts	47	46	48.5	47

JOBS LISTED IN ORDER OF VISIBILITY BY ALL STUDENTS
(RESPONSE - JOB IS UNKNOWN TO ME)
(SMALL PERCENTAGES = GREATEST VISIBILITY)

Rank Order Of Appeal	Job	Responses	
		Number	Per cent
5.	Baby sitter	21	2.3
1.	Helper in children's hospital ward	32	3.5
2.	Child day-care center helper	39	4.2
12.	Sales clerk for children's toys, books	39	4.2
13.	Sales clerk for dress goods	40	4.3
11.	Assistant in children's library room	50	5.4
15.	Assistant on playgrounds	50	5.4
40.	Waitress	51	5.5
6.	Nursery school aide	51	5.5
42.	Helper in lunchroom	52	5.6
21.	Companion to an elderly one	52	5.6
7.	Helper in hospital ward	57	6.2
3.	Helper in child care center	59	6.4
45.	Helper in hospital linen room	61	6.6
28.	Hostess in restaurant	61	6.6
8.	Information clerk in hospital	63	6.8
29.	Nursemaid in wealthy families	63	6.8
4.	Helper in children's orphanage or home	65	7.0
38.	Helper in hospital employee cafeteria and dining room	68	7.3
22.	Bakery sales clerk	68	7.3
14.	Nurses aide	72	7.8
16.	Sales clerk in home furnishings	73	7.9
46.	Household assistant for full-time employed homemaker	76	8.2
25.	Bakery helper	76	8.2
47.	Hotel and motel housekeeping aide	76	8.2
31.5	Homemaker's assistant	83	9.0
48.	Make slipcovers	87	9.4
9.	Receptionist--hospital, nursing home	88	9.5
43.	Dry cleaning and laundry aide	88	9.5
23.	Seamstress	89	9.6
20.	Visiting housekeeper for handicapped homemaker	92	9.9
49.	Cover buttons, make belts	93	10.0
44.	Make clothing alterations in store	96	10.4

(Continued) JOBS LISTED IN ORDER OF VISIBILITY BY ALL STUDENTS
(RESPONSE - JOB IS UNKNOWN TO ME)
(SMALL PERCENTAGES = GREATEST VISIBILITY)

Rank Order Of Appeal	Job	Responses	
		Number	Per cent
37.	Sewing machine demonstrator	96	10.4
19.	Dressmaker	101	10.9
35.	Visiting homemaker	101	10.9
41.	Make draperies and curtains	102	11.0
18.	Helper in foods testing laboratory	102	11.0
30.	Visiting homemaker for elderly person	108	11.7
26.	Demonstrator of small appliances	108	11.7
36.	Substitute homemaker in one-parent family	109	11.8
17.	Florist helper	122	13.2
31.5	Helper in textile laboratories	128	13.8
10.	Helper in medical laboratory	141	15.2
33.	Supervised food service helper	146	15.8
34.	Family dinner service specialist	157	17.0
27.	Management aide in low-rent project - housing (Public)	174	18.8
39.	Institutional housekeeping	188	21.3
24.	Clothing maintenance specialist	197	21.3